

Alcohol, Tobacco, and Other Drugs (ATOD)**Grades PreK-2**

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate strategies to stay safe around medicines, drugs, and unknown substances, including how to avoid exposure to second-hand smoke.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Identify healthy behaviors and choices, (e.g., rules for safe use of medicines at home and school). b. Explain that tobacco comes in a variety of forms and contains harmful chemicals including nicotine that is harmful to health and addictive. c. Identify habits that affect health, (e.g., impact of tobacco on their health, both using tobacco and being exposed to second-hand smoke). d. Identify household products that are harmful if touched, ingested or inhaled.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify trusted individuals in the home, school, and community who can provide help and/or accurate information about medicines, tobacco, alcohol or other unknown substances.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Use effective verbal and nonverbal communication skills to express needs, wants, and feelings (e.g., asking for help, saying no). b. Express information and opinions to encourage others to make positive health choices to be alcohol and tobacco free.

Family, Social and Sexual Health (FSSH)**Grades PreK-2**

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Describe ways to be responsible in school and at home, as a family member, classmate or friend. b. Demonstrate healthy ways to cope with change that may occur in families (e.g., pregnancy, birth, marriage, divorce, relocation, death).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Identify the roles and responsibilities of family members. b. Identify the stages of the life cycle from infancy to old age. c. Identify ways to show respect for diversity (e.g., individual differences, diverse family structures).
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify trusted individuals in the home, school, and community, who can provide help with health issues.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Use effective verbal and nonverbal communication skills to express ideas, needs, wants, and feelings (e.g., making friends; giving and accepting compliments or statements of appreciation). b. Demonstrate ways to communicate care, consideration, and respect of self and others.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Explain when assistance is needed in making health-related decisions (e.g., tattling vs. getting help). b. Identify people who can help make decisions and solve problems.

Mental and Emotional Health (MEH)**Grades PreK-2**

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Apply effective ways to handle emotions (e.g., fear, anger, happiness, sadness, frustration). b. Demonstrate ways to show respect for feelings, rights, and property of others.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Describe what respect is and why it is important. b. Describe a variety of feelings and the importance of expressing them in appropriate ways.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify trusted individuals in the home, school, and community who can provide help with troublesome feelings and solving problems.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Use effective verbal and nonverbal communication skills to express ideas, needs, wants, and feelings. b. Demonstrate ways to communicate care, consideration, and respect for self and others (e.g., making friends, giving and receiving compliments).
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Explain when assistance is needed in making health-related decisions. b. Predict outcomes of positive health decisions.

Nutrition and Physical Activity (NPA)**Grades PreK-2**

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Select a variety of foods that can be eaten for healthy snacks. b. Create a list of foods that should be limited. c. Identify a variety of physical activities that are personally enjoyable.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Identify habits that are healthy and reduce the risk of disease (e.g., healthy food choices, regular physical activity, drinking water, adequate sleep and rest). b. Explain the importance of eating a variety of nutrient-rich foods. c. Identify a variety of nutritious food choices. d. Identify a variety of ways to be physically active and raise heart rate.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Explain how culture, media, peers, family and other factors influence eating behaviors and physical activity.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate appropriate communication skills when asking adults/caretakers to offer healthy foods and time for physical activity.
HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.	a. Set a short-term personal health goal for healthy eating and physical activity.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Explain when assistance is needed in making health-related decisions (e.g., family members and other adults help students make healthy food choices).

Personal Health and Wellness (PHW)

Grades PreK-2

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate the skills to promote health and reduce the spread of germs (e.g., proper hand washing, proper tooth brushing techniques).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Identify basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nails). b. Recognize the signs and symptoms of common illnesses (e.g., fever, rashes, coughs, congestion, wheezing).
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify community health service providers (e.g., dentists, nurses, physicians, paramedics, who can provide help with personal health issues).
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Use effective communication skills to encourage others to make positive choices for personal health and wellness.

Violence and Injury Prevention (VIP)**Grades PreK-2**

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Demonstrate safety skills for a variety of situations, including safe pedestrian behaviors, fire or other emergency, use of safety/protective gear in recreation, precautions around water and dangerous objects/weapons. b. Demonstrate the ability to apply rules and actions to use in a situation when weapons or dangerous objects may be present. c. Describe dangerous and risky situations that need to be reported to an adult. d. Apply strategies to avoid or get away from situations that threaten personal safety. e. Demonstrate basic first aid and how to call 911 to get help in emergencies.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Differentiate between safe and risky behaviors. b. Identify safety practices for home and school (e.g., rules for pedestrian and traffic safety, fire, weather, water, recreation safety). c. Identify safety hazards that may exist in home/school (e.g., medicines, household products, unknown substances) and potentially dangerous objects/weapons (e.g., matches, broken glass, knives, guns). d. Identify safe behaviors around strangers (e.g., not getting in cars or taking treats from strangers). e. Distinguishing between appropriate and inappropriate touch. f. Describe routines to follow in emergency situations (e.g., fire, lockdown drills, calling 911). g. Explain the difference between tattling and reporting bullying or aggression.

Violence and Injury Prevention (VIP) - Continued

Grades PreK-2

Stem	This is evident when students.....
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>a. Identify trusted individuals in the home, school, and community who can provide help with safety issues.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>a. Demonstrating verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or hurtful situations in the home, school or community. b. Demonstrating ways to refuse or report inappropriate touch. c. Demonstrating what to say and do when witnessing bullying or other potentially violent situations.</p>

Alcohol, Tobacco, and Other Drugs (ATOD)**Grades 3-4**

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Describe strategies to avoid exposure to second-hand smoke. b. Identify rules for safe use of medicines at home and school.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Describe the short and long-term effects of using tobacco and alcohol and being exposed to tobacco smoke. b. Describe the benefits of not using alcohol and tobacco and the problems associated with their use, including addiction.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how advertising and marketing attempts to influence initiation of alcohol, tobacco, and drug behaviors. b. Explain how family and peers can influence choices about using alcohol and other drugs.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate appropriate communication skills (e.g., verbal and nonverbal ways to refuse alcohol and tobacco). b. Demonstrate the ability to influence and support others in making positive health choices.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Evaluate decisions and the impact on their health (e.g., how decisions to use tobacco or alcohol can impact relationships with family and friends).

Family, Social and Sexual Health (FSSH)**Grades 3-4**

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Describe how to be a responsible friend and family member. b. Demonstrate ways to show care consideration, and respect for self and others.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Explain the benefits of positive friendships and family relationships. b. Identify ways family and friend help meet physical, emotional, and social health. c. Identify basic male and female reproductive body parts and their functions. d. Describe physical and emotional changes that occur during puberty.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how friends, older students, family member and others influence behaviors.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Describe how to seek adult advice and help about personal health issues.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Identify communication skills to build and maintain healthy relationships.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Apply the decision-making process to health issues and problems with friends or others.

Mental and Emotional Health (MEH)**Grades 3-4**

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Identify positive strategies to reduce stress and manage strong feelings. b. Demonstrate ways to show care, consideration and respect for self and others, including how to help others and acceptance of differences.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Identify indicators or characteristics of mental and emotional health during childhood. b. Identify stressors and the effects on how the body works. c. Identify personal strengths and assets. d. Describe the characteristics of positive role models. e. Describe the effects of teasing and bullying on others.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze ways that peers and family influence feelings, behavior and well-being.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify individuals who can provide support and help solve problems.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Use appropriate communication skills to express emotions and appreciation for self and others. b. Demonstrate the ability to use listening skills to support others and understand their feelings. c. Apply mediation and conflict resolution skills.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Demonstrate the ability to apply the decision-making process to health issues and problems.

Nutrition and Physical Activity (NPA)**Grades 3-4**

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Choose a variety of healthy foods in appropriate portions. b. Identify protective behaviors and strategies to avoid unhealthy situations (e.g., preparing and storing food in a safe and sanitary way). c. Compare behaviors that are safe to those that are risky or harmful (e.g., the use of protective equipment for physical activity and sports). d. Identify strategies for engaging in physical activity each day a minimum of 40 minutes.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Identify and classifying foods, including recommended amounts to eat according to MyPyramid. b. Identify major nutrients supplied by food groups necessary for growth and maintenance. c. Describe strategies to improve or maintain personal health (e.g., choosing a variety of ways to be physically active). d. Explain the importance of a safe environment and the use of protective equipment for physical activity and sports.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how family, school and media influence eating habits and physical activity choices.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Use the nutrition information on food labels to compare products.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate how to ask for nutritious foods.

Nutrition and Physical Activity (NPA) - Continued

Grades 3-4

Stem	This is evident when students.....
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>a. Identify factors and resources to assist in achieving a personal health goal (e.g., being active before, during and after the school day).</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>a. Demonstrate the ability to apply the decision-making process to health issues (e.g., using information on food labels to make decisions about food, creating balanced meals using the MyPyramid).</p>

Personal Health and Wellness (PHW)**Grades 3-4**

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Describe strategies to improve or maintain personal health and well-being (e.g., daily hygiene practices, sun protection, dental health, sleep).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Explain how childhood illness can be prevented and treated, including common health problems that should be detected and treated early. b. Describe the basic structure, functions and care of the human body systems, (e.g., how they are interrelated, how they fight disease).
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify characteristics of valid health information and health-promoting products and services. b. Demonstrate ways to locate school and community that provide health services to individuals and families (e.g., HMOs, clinics, substance abuse treatment centers).

Violence and Injury Prevention (VIP)**Grades 3-4**

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Identify protective behaviors and strategies to avoid/manage unhealthy or dangerous situations (e.g., seat belts, protective equipment, adverse weather conditions, rules). b. Apply strategies to stay safe around traffic, water, fire, weapons or other safety hazards. c. Apply strategies to stay safe when home alone or using the Internet. d. Demonstrate strategies to get away and get help in situations involving inappropriate touch or personal safety. e. Explain what to do if you or someone else is being teased or bullied. f. Demonstrate how to call 911 or other emergency numbers and provide appropriate information. g. Demonstrate basic first aid procedures.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle and other sport activities, riding in vehicles, handling weapons, fire, appropriate/inappropriate touch). b. Describe characteristics of safe and unsafe places, including being home alone and using the Internet. c. Explain the difference between bullying and teasing.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how advertising and media influences the initiation of risky behaviors.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify safe people and places to go if feeling unsafe or threatened (e.g., police, fire department, school counselor). b. Identifying characteristics of valid health information and services that promote health and safety.

Violence and Injury Prevention (VIP) - Continued**Grades 3-4**

Stem	This is evident when students.....
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Using appropriate communication (e.g., refusal skills, asking for help, “I” messages) and listening skills to enhance health and safety for self and others. b. Demonstrate basic conflict resolution techniques. c. Using effective communication skills to confront bullying and teasing. d. Express intentions to stop bullying as a bystander, perpetrator, or victim.

Alcohol, Tobacco, and Other Drugs (ATOD)**Grades 5-6**

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate ways to avoid or change situations involving alcohol or drugs that threaten safety.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Identify effects of alcohol, tobacco, and other drugs, including inhalants, on the body and the effects and consequences of use (e.g., impact of impaired judgment on personal safety, effects on athletic performance, weight management, stress). b. Describe the relationship between health behaviors and personal health (e.g., health benefits of remaining alcohol, tobacco, and drug free).
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Differentiate between internal (e.g., knowledge, attitudes, beliefs) and external (e.g., peers, family, media) influences on health choices related to alcohol, tobacco, and other drugs, including inhalants and other poisons.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	b. Identify trusted individuals in the home, school, and community who can provide help and/or accurate information about medicines, tobacco, alcohol or other unknown substances.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate verbal and nonverbal communication skills to refuse tobacco, alcohol, inhalant and other drug use.
HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.	a. Set realistic short and/or long-term goals to be alcohol, tobacco, and drug free.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Analyze the positive and negative choices one can make about using alcohol, tobacco, and other drugs.

Family, Social and Sexual Health (FSSH)**Grades 5-6**

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Identify positive ways to handle the changes and feelings associated with puberty, friends and family relationships. b. Demonstrate ways to build and maintain positive relationships, friendships, and a sense of belonging.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Describe the characteristics of safe, healthy, and respectful relationships. b. Describe body changes that occur during puberty. c. Describe the effects of change on family roles and responsibilities. d. Explain the short and long-term consequences of HIV, common STDs and pregnancy.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how information from peers, families, and media influences health (e.g., body image, sexual identity, personal health practices).
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify resources that provide valid health information and services for individuals, families, and communities.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate effective ways to express needs, wants, and feelings to build, promote and support positive health and relationships, including setting and respecting limits and boundaries. b. Identify barriers to effective communication of information, ideas, feelings and opinions about health issues.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Analyze how individuals, families, and community values influence health-related decisions.

Mental and Emotional Health (MEH)**Grades 5-6**

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Identify positive ways to handle emotions, including strong feelings. b. Demonstrate ways to avoid or change situations that threaten health and safety (e.g., stress, harassment, situations that could lead to trouble or violence).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Describe the characteristics of a safe, healthy and respectful school and community. b. Describe how mood changes and strong feelings affect thoughts and behaviors and how to manage. c. Describe teasing, bullying and harassing behaviors. d. Describe common stressors and the health effects of stress.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Analyze the importance of accessing help from an adult when it is needed. b. Identify sources of support in the school and community who can help make decisions and solve problems for oneself or one's friends, including situations when someone is in danger of hurting self or others. c. Identify resources from school and community that provide valid mental health information and services for individuals, families, and communities.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate effective ways to express needs, wants, and feelings to build, promote and support positive health and relationships, including seeking help and support. b. Demonstrate effective listening skills.
HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.	a. Set realistic short and long-term goals for stress management, using a goal setting model and developing plans to achieve them.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Analyze how individuals, families and community values influence decisions and problem solving strategies.

Nutrition and Physical Activity (NPA)**Grades 5-6**

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate safety strategies for personal health (e.g., food safety, including sanitation and prevention of food borne illness). b. Develop strategies to balance healthy food, snacks, and water intake along with daily physical activity.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Describe the relationship between healthy behaviors and personal health (e.g., calorie intake and the level of physical activity affect body weight, healthy eating enhances a person's ability to be physically active). b. Describe positive health habits for the adolescent, (e.g., balanced nutritional intake is necessary to promote healthy growth and development).
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how information from peers, family, and others influences food and physical activity choices.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify resources that provide valid health information and services (e.g., food labels, MyPyramid, U.S. Dietary Guidelines).
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate effective ways to promote and support positive health (e.g., supporting others to choose healthy foods and be physically active).
HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.	a. Set realistic short and/or long-term goals for healthy eating and exercise and developing plans to achieve them.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Analyze how personal preferences, restrictions, and barriers influence decisions related to healthy eating, adequate sleep, and physical activity.

Personal Health and Wellness (PHW)**Grades 5-6**

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Describe ways to manage health when affected by disease or disability (e.g., cooperating with parents and health care providers, taking prescription or over-the-counter medicines properly, and correctly interpreting instructions for taking medicine). b. Develop strategies for daily health care practices (e.g., caring for skin, hair, teeth, hygiene).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Describe the relationship between healthy behaviors and personal health (e.g., practicing good personal hygiene, acknowledging the importance of immunizations, cooperating in regular health screenings). b. Analyze the physical, emotional, mental, and social importance of keeping the body clean through daily health care practices. c. Describing how the physical environment impacts personal health (e.g., exposure to pollutants, toxins, noise). d. Describe when it is important to seek health care and the benefits of early detection and treatment of disease.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze advertising techniques used to influence choices on health care products. b. Demonstrate the use of positive media strategies, including marketing to promote personal health practices.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify sources of support for a variety of health issues in the school and community. b. Identify resources from school and community that provide valid health information and services for individuals, families, and communities.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate effective ways to express needs, wants and feelings about personal health issues.
HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.	a. Set a personal health and wellness goal, developing a plan, and making progress toward achieving it.

Violence and Injury Prevention (VIP)

Grades 5-6

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Demonstrate injury prevention and safety strategies for personal health (e.g., proper use of safety gear, safety practices around motorized vehicles, fire safety, home alone, weather/climate-related conditions, potentially violent situations). b. Demonstrate basic first responder first aid (e.g., calling for assistance, controlling bleeding, and abdominal thrusts). c. Demonstrate ways to avoid or change situations that threaten personal safety (e.g., sexual, abuse, harassment, bullying as a bystander, perpetrator, or victim). d. Apply school rules and procedures to hypothetical school crisis situations.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Describe the characteristics of a safe, healthy, and respectful school and community, including pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration that helps prevent violence). b. Describe how the environment impacts personal health and safety, including hazards related to weather/climate, sun, ice, water, heat. c. Describe the relationship between healthy behaviors and personal health (e.g., ways to reduce risk of injuries from fire, sports, pedestrian and traffic safety, weapons). d. Describe safety issues related to using the Internet, including cyber-bullying. e. Describe bullying, hazing and harassing behaviors. f. Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.

Violence and Injury Prevention (VIP) - Continued**Grades 5-6**

Stem	This is evident when students.....
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Differentiate between positive and negative internal (e.g., curiosity, fears) and external (e.g., peers, media, cultural) influences that affect violence. b. Analyze how information from peers influence the escalation or de-escalation of violence. c. Demonstrate the use of positive media strategies, including marketing to promote healthy choices.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify resources in the school or community that provide valid information and services about safety and injury prevention.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate the ability to ask a trusted adult for help when feeling personally threatened, unsafe, or to report suspected plans for school violence. b. Demonstrate effective refusal and negotiation skills in dealing with situations involving bullying, harassment, hazing, or other forms of violence. c. Demonstrate non-violent strategies to resolve conflicts.

Alcohol, Tobacco, and Other Drugs (ATOD)**Grades 7-8**

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Develop strategies for healthy practices and behaviors that will maintain or improve the health of self and others (e.g., finding healthy ways to meet personal needs and manage stress without using alcohol, tobacco, or other drugs, avoiding riding in vehicles with drug or alcohol impaired drivers).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Describe the benefits of abstaining from the use of alcohol, tobacco, and other drugs (e.g., financial, legal, addiction, emotional health). b. Analyze the effects that risky behaviors have on personal health (e.g., relationship between using alcohol and other drugs and other risks such as injuries, violence, suicide, sexual risk behaviors). c. Differentiate between proper use and abuse of over-the-counter and other drugs.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyzing how messages from the media, friends, family, and culture influence young people to use alcohol, tobacco, and other drugs.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Demonstrate the ability to analyze and locate valid sources of accurate information and assistance from a variety of places (e.g., school, community, Internet) regarding alcohol, tobacco, and other drug use.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate resistance/refusal and negotiation skills to counter pressure to use tobacco, alcohol, or other drugs.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Demonstrate individual and collaborative decision-making process to resolve situations related to alcohol, tobacco and drug use (e.g., protecting oneself from alcohol and other drug use, avoid riding with an impaired driver).

Family, Social and Sexual Health (FSSH)**Grades 7-8**

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Develop strategies that promote positive health for adolescents (e.g., coping with concerns and stress related to the changes in adolescence; dealing with sexual pressures, relationships).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Describe changes that occur during adolescence and their effects on emotions, behaviors, and relationships. b. Examine the diversity of family structures and changes that can occur (e.g., birth, adoption, marriage, divorce, death). c. Explain the process of human reproduction, including conception, prenatal development and birth. d. Identify the social, emotional, and physical benefits of healthy behaviors (e.g., setting personal limits/boundaries, abstaining from sex). e. Analyze the effects that risky behaviors have on personal health. f. Identify symptoms, risk factors, cause, transmission, treatment and prevention of sexually transmitted infections, including HIV/AIDS. g. Identify effective methods to prevent HIV, sexually transmitted infections, and pregnancy.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how messages from media (e.g., teen magazines, videos, Internet) influence both health behaviors and the selection of health information, products, and services. b. Analyzing influences on sexual behavior (e.g., family, peers, religion, media, culture, internal factors). c. Analyzing the effect of technology on personal and family relationships.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Analyze school and community health services available for support and information for a variety of health issues. b. Analyze the validity of health information, products, and services from a variety of sources including the Internet. c. Demonstrate the ability to locate appropriate health products and services.

Family, Social and Sexual Health (FSSH) - Continued

Grades 7-8

Stem	This is evident when students.....
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate resistance/refusal and negotiation skills to enhance health and interpersonal relationships. b. Identify barriers to effective communication of information, ideas, feelings and opinions about health issues. c. Demonstrate ways to influence and support others in making positive health choices.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> a. Set a goal to improve sexual health (e.g., sexual abstinence, setting personal boundaries and limits).
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Describe how their decisions impact the health of themselves and others.

Mental and Emotional Health (MEH)**Grades 7-8**

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Develop healthy stress management techniques for reducing, avoiding or coping with stress. b. Differentiate between situations that require care and concern among friends or require getting the support and help of caring adults (e.g., getting help vs. tattling).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Identify strategies that promote emotional and mental health (e.g., connectiveness, communication). b. Describe characteristics and conditions associated with positive self-esteem/image. c. Describe the warning signs, behaviors, risk factors, and protective factors for depression and suicide.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Describe how school, family and peers influence the health choices and behaviors of individuals.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Analyze school and community health services available for support and information with problems related to emotional or mental health concerns, including the risk of suicide. b. Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate ways to respond appropriately to feelings expressed by others. b. Demonstrate ways to show respect for diversity (e.g., mental and physical disabilities, culture, race/ethnicity, sexual orientation, age, socioeconomics). c. Demonstrate the ability to use mediation and negotiation skills to resolve conflict.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Demonstrate individual and collaborative decision-making processes to resolve problems.

Nutrition and Physical Activity (NPA)**Grades 7-8**

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	c. Develop strategies for healthy practices to maintain or improve health (e.g., healthy food preparation techniques, incorporating enjoyable moderate-intensity physical activities into daily routine). d. Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices, including fast food.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Explain the relationship between healthy eating habits, hydration, and physical activity and the prevention of disease. b. Analyze the effects that risky behaviors have on personal health (e.g., eating disorders affect on personal health, health-related conditions due to the lack or excess of certain nutrients and food supplements and lack of exercise).
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how messages from media, school, family, and peers influence eating behaviors, food choices and exercise.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Analyze the validity of health information, products, and services from a variety of sources including the Internet about the nutritional value of foods, healthy weight management, and eating disorders.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate the ability to use a variety of communication methods for accurately expressing information and ideas about healthy eating and physical activity.
HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.	a. Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Describe how their decisions impact the health of themselves and others (e.g., poor food handling practices, short-term consequences of unhealthy food choices).

Personal Health and Wellness (PHW)**Grades 7-8**

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Develop strategies and skills for healthy practices and behaviors that will maintain or improve the health of self and others.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Describe how lifestyle, pathogens, family history and other risk factors are related to the cause and prevention of disease and other health problems. b. Explain the relationship between positive health behaviors and the prevention of disease (e.g., importance of sleep and rest, daily health care practices, healthy diet and physical activity). c. Explain how appropriate health care can prevent premature death and disability (e.g., health screenings, self-examinations, immunizations). d. Differentiate between communicable, chronic and degenerative disease processes.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze the effect of society (e.g., culture) and science (e.g., technology) on personal health behaviors and use of health services. b. Describe how school, family, and peers influence the health practices of individuals (e.g., sun safety, immunizations, access to health care).
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Analyze the validity of health information products, and services from a variety of sources including the Internet. b. Demonstrate the ability to locate health products and services related to personal health issues and concerns.
HE5: Interpersonal Communication Students will demonstrate the use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate the ability to advocate for health, promoting opportunities for self and others, including assertive consumerism.
HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.	a. Develop a plan to attain personal health goals by addressing results of a personal health assessment (e.g., personal strengths, values, beliefs, needs and health risks).
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Demonstrate individual and collaborative decision-making processes to resolve health problems.

Violence and Injury Prevention (VIP)**Grades 7-8**

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Develop injury prevention and response strategies for personal safety (e.g., avoiding or escaping potentially dangerous situations). b. Demonstrate basic first aid (e.g., calling for assistance, CPR, rescue breathing, care for poisonings, controlling bleeding). c. Demonstrate strategies to avoid or prevent fighting, bullying and other forms of violence.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Identify the benefits of healthy behaviors and the relationship to the prevention of injury and premature death. b. Describe safety rules for sports, recreational activities, including the use of helmets and proper use of equipment. c. Differentiate between hazing, harassment, bullying and respectful interactions and relationships. d. Describe the consequences of bullying, cyber-bullying, hazing, harassment and violence (e.g., legal, social, emotional). e. Describe the characteristics of healthy and harmful relationships. f. Describe benefits of using non-violence to solve interpersonal conflict.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how messages from the media influence safety and violence-related behavior. b. Describe how school, family, and peers influence the choices of individuals related to safety and violence.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Analyze appropriate school, community, and Internet resources to access when dealing with problems or situations related to violence and safety.

Violence and Injury Prevention (VIP) - Continued**Grades 7-8**

Stem	This is evident when students.....
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate the ability to use mediation and negotiation skills to resolve conflict. b. Demonstrate effective communication skills (e.g., assertiveness, refusal, negotiation) to avoid potentially violent or unsafe situations. c. Demonstrate how to report situations that could lead to injury or violence. d. Demonstrate the ability to advocate for a positive, respectful, and violence-free school environment.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Apply individual and collaborative decision-making processes to resolve safety and violence-related situations, including responding to witnessing harassment, bullying or other interpersonal violence.

Alcohol, Tobacco, and Other Drugs (ATOD)**Grades 9-12**

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., alcohol and other drug use).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Describe the signs and symptoms of alcohol and other drug use, including the progression from non-use through addiction. b. Evaluate the short and long-term effects of alcohol, tobacco, and other drugs on health. c. Analyze the impact of personal health behaviors on body systems (e.g., alcohol and drug affects on brain function; alcohol, tobacco and other drug use during pregnancy). d. Analyze how public health policies and laws influence health promotion, injury and disease prevention (e.g., DUI laws, alcohol and tobacco-free environments, media, funding, taxation).
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze the impact of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peers, social norms) factors that impact use, abuse, and non-use of tobacco, alcohol, and other drugs.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Demonstrate the ability to access appropriate sources of support and treatment available in the school, community, and state for health issues related to alcohol, tobacco, and other drugs.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate effective verbal and nonverbal communication skills to counter influences and pressures to use alcohol, tobacco, and other drugs. b. Demonstrate the ability to advocate for and support people who are abstaining, and/or trying to quit alcohol, tobacco or other drug use.

Alcohol, Tobacco, and Other Drugs (ATOD) - Continued

Grades 9-12

Stem	This is evident when students.....
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>a. Implement a goal setting plan and evaluating the process in sustaining a drug-free (e.g., alcohol, tobacco, and other illegal drugs) lifestyle.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>a. Apply the decision-making process to realistic situations to take action that protects self and others from alcohol, tobacco, and other drugs. b. Evaluate the internal and social pressures that influence decisions to use, including the data relevant to youth alcohol and other drug use.</p>

Family, Social and Sexual Health (FSSH)**Grades 9-12**

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., relationship violence, sexual pressures). b. Demonstrate strategies to promote acceptance and respect for all individuals (e.g., mental and physical illness, disabilities, culture, race/ethnicity, sexual orientation).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts relative to nutrition and physical activity.	a. Identify physical, emotional, intellectual, and social patterns of development and change that occur at various stages in the life cycle. b. Describe the benefits of abstaining/postponing sexual activity and setting sexual limits. c. Differentiate between respectful and disrespectful relationships. d. Discuss the effects of stereotyping and ways to counteract negative effects. e. Analyze how behavior can impact health maintenance and disease prevention (e.g., sexually transmitted infections, pregnancy). f. Describe the process of human reproduction including conception, prenatal development and birth. g. Evaluate effective methods of HIV, STI, and pregnancy prevention, including abstinence and contraception.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze the impacts of internal (e.g., experiences perceptions, self-respect) and external (e.g., media, peer, community) factors on family, social and sexual health and behaviors. b. Describe how community and social norms influence health choices.

Family, Social and Sexual Health (FSSH) - Continued**Grades 9-12**

Stem	This is evident when students.....
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Demonstrate the ability to access appropriate sources of support and treatment available for a variety of health issues. b. Provide evidence to support the validity of health information, products, and services. c. Demonstrate the ability to evaluate resources from home, school, and/or community that provide valid health information.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate skills for communicating effectively with family, peers and others (e.g., clear, organized, "I" messages, assertive, active listening, body language). b. Demonstrate effective verbal and nonverbal communication skills to enhance health and build and maintain healthy relationships (e.g., positive peer support, assertive, "I" messages). c. Demonstrate the ability to advocate for health promoting opportunities for self and others.
HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.	a. Implement a goal setting plan and evaluating the progress in attaining personal health goals. b. Identify barriers and supports to achieving goals and strategies to overcome barriers and enhance supports.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Demonstrate a logical progression through a decision-making process that result in health enhancing behaviors consistent with personal and family values. b. Analyze the immediate and long-term impact of health decisions on the individual, family and community. c. Evaluate the internal and social pressures that influence decisions.

Mental and Emotional Health (MEH)**Grades 9-12**

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate positive ways to cope with emotions, including strong feelings like anger, rejection, social isolation. b. Designing, implement and evaluate a plan of healthy stress management.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Describe the interrelationship of physical, mental, emotional and social health (e.g., fight or flight response to stress). b. Describe signs, symptoms of depression, suicide, and mental health issues (e.g., obsessive-compulsive disorder, autism).
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze internal and external factors that influence a positive self-image.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Demonstrate the ability to evaluate and access resources from a variety of sources, including school, community, and the Internet for information and services regarding mental and emotional health issues. b. Evaluate factors that influence access to resources and support for mental and emotional health issues, including denial.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language). b. Develop strategies to support others and ask for help around issues of depression and suicide.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Demonstrate a logical progression through a decision-making process that result in appropriate solutions regarding situations that could result in harm to self or others. b. Analyze the immediate and long-term impact of decisions on the individual, family, and community.

Nutrition and Physical Activity (NPA)**Grades 9-12**

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate the ability to use information on food labels to choose nutrient-dense foods, avoid or limit low-nutrient foods, and avoid foods that result in adverse conditions. b. Analyze their personal eating patterns for nutritional adequacy according to the United States Recommended Dietary Allowances.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Analyze how eating and exercise behavior can impact health maintenance and disease prevention (e.g., nutritional practices and levels of physical activity can affect long-term risks for certain diseases). b. Evaluate the short and long-term effects of daily physical activity and healthy eating (e.g., athletic and academic performance, body weight, stress relief). c. Analyze how public health policies and laws influence health promotion and disease prevention (e.g., food additives and preservatives affect food choices). d. Distinguish between unhealthy and healthy ways to manage weight. e. Analyze the impact of technology on health (e.g., use of pedometers and heart monitors for enhancing physical activity; television, video games, and computers hindering physical activity).
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze internal and external factors on eating and exercise behaviors.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Demonstrate the ability to access appropriate sources of support and treatment available in the community for a variety of nutrition and exercise issues. b. Provide evidence to support the validity of nutrition and physical activity information, products, and services.

Nutrition and Physical Activity (NPA) - Continued**Grades 9-12**

Stem	This is evident when students.....
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate effective verbal and nonverbal communications skills to enhance healthy eating and physical activity. b. Demonstrate the ability to advocate for healthy eating and physical activity.
HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.	a. Assess one's nutritional intake, physical activity levels, and health status. b. Develop a goal setting plan to achieve a state of well-being; reflecting on barriers and supports; identifying strategies to overcome barriers and enhance supports; and evaluating progress in attaining goals for healthy eating and physical activity.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Demonstrate a decision-making process that result in healthy food choices and daily physical activity. b. Evaluate the internal and social pressures that influence decisions.

Personal Health and Wellness (PHW)**Grades 9-12**

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Analyze a personal health history to determine strategies and practices for reducing risks and enhancing health.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Analyze how behavior can impact health maintenance and disease prevention, including the short and long-term consequences of safe, risky, and harmful behaviors. b. Analyze the impact of personal health behaviors on body systems (e.g., regular health examinations and screenings, importance of rest and sleep, sun safety, self-examinations, early treatment of diseases). c. Analyze how the environment affects personal health (e.g., UV light, lead, asbestos, pesticides, unclean air and water). d. Analyze how public health policies and laws influence health promotion and disease prevention. e. Analyze personal health needs in regards to reproduction, contraception and abortion.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze the impacts of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peer) community factors on personal health behavior. b. Evaluate how community and social norms influence health choices.

Personal Health and Wellness (PHW) – Continued**Grades 9-12**

Stem	This is evident when students.....
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Demonstrate the ability to access appropriate sources of support and treatment available in the community for a variety of health issues. b. Provide evidence to support the validity of health information, products, and services. c. Demonstrate the ability to evaluate resources from home, school, and/or community that provide valid health information. d. Evaluate factors that influence a personal selection of health products and services.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate the ability to advocate for health promoting opportunities for self and others (e.g., assisting in the development of public health policies and laws, becoming actively engaged in issues that affect health).
HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.	a. Implement a goal-setting plan and evaluating the progress in attaining personal health goals. b. Identify barriers and supports to achieve goals and strategies. c. Identify strategies to overcome barriers and enhance supports.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Demonstrate a logical progression through a decision-making process that result in health enhancing behaviors. b. Analyze the immediate and long-term impact of health decisions on the individual, family, and community, including environmental issues, public health policies, and government regulations.

Violence and Injury Prevention (VIP)**Grades 9-12**

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate accepted procedures for emergency care and life-threatening situations, including Heimlich maneuver, rescue breathing, CPR, bleeding control, and universal precautions. b. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies. c. Recognize and avoid situations and persons that can increase risk of assault, acquaintance or date rape. d. Demonstrate strategies to diffuse potentially violent situations (e.g., fighting, bullying, hazing, and harassment).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Explain ways to reduce risks associated with transportation safety (e.g., seat belts, road emergency safety practices, and using protective equipment for biking, ATV, snowmobiling, skateboarding). b. Analyze situations that could lead to different types of violence (e.g., bullying, verbal abuse, hazing, fighting, dating violence, acquaintance rape, sexual assault, family violence). c. Describe the importance and use of protective equipment and safety strategies for sports and leisure activities, occupational settings/worksites settings, and in the home. d. Analyze the extent to which individuals are responsible for enhancing safety in the school, community and workplace.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze internal and external influences on behaviors that could lead to injuries or violence.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Demonstrate the ability to access reliable school and community resources to assist with problems related to injury and violence prevention.

Violence and Injury Prevention (VIP) – Continued**Grades 9-12**

Stem	This is evident when students.....
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	<ul style="list-style-type: none"> a. Demonstrate effective verbal and nonverbal communication skills to enhance safety and to avoid or get out of situations that are unsafe, including how to report situations that could lead to violence or injury. b. Analyze personal conflict styles and demonstrating effective strategies for resolving conflicts. c. Demonstrate strategies for dealing with hazing, harassment, and to avoid or escape a potentially violent dating situation. d. Demonstrate the ability to advocate for a safe, respectful school and social environment, including how to influence others to report situations involving safety or violence.
HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.	<ul style="list-style-type: none"> a. Analyze a personal health assessment to determine strategies for reducing risk behaviors and enhancing health and safety. b. Implement a goal setting plan related to avoiding situations that could lead to injuries or violence.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	<ul style="list-style-type: none"> a. Apply a decision-making process that results in reducing risks of injury or violence. b. Analyze positive and negative consequences of decisions related to safety and violence. c. Analyze safety concerns that require collaborative decision making.